

Teacher discipline styles and children's social behavior



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Educators spend a large amount of their time attempting to deal with their class and teaching uncontrollable kids. The strategies they utilize can produce either positive or negative effects on kids' social conduct. The nature of the connections that kids form with their educators is an imperative supporter to the youngsters' social and scholastic achievement. Kids whose association with the educator is loaded with struggle don't care for school much and are not agreeable in the classroom; they turn out to be less helpful and more forceful and discouraged after some time. Youngsters who have an excessively subordinate association with the instructor likewise have issues; they are less occupied with school exercises and more forceful or socially withdrawn with their classmates. Kids whose association with the educator is close and warm, in any case, have positive school advancement, have high self-regard, and is most likely to be acknowledged by classmates (Clarke-Stewart & Parke, 2011).

Research by Allen, Morris, and Chhao (2016), was conducted to explore the relationship between callous-unemotional (CU) traits and reactions to rewards and discipline in adolescent boys utilizing a mixed-methods approach. CU characteristics have been connected to shortages in handling rewards and discipline. Kids high in CU attributes neglect to process others' distress prompts, bringing about weakened associative learning. CU qualities have likewise been connected to a reward-dominant behavioral style, where youths hold on in seeking after an objective when a reward is prepared, even at the danger of negative outcomes for themselves or others (Allen et al., 2016).

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Participants for this research contained 39 young boys at the ages of 12 and 13 years and 8 educators. The measures taken in this study consisted of family socio-demographic characteristics, inventory of callous-unemotional traits by youth self-reports and teacher reports, social responsiveness scale-brief completed by the teacher, multidimensional assessment profile of disruptive behavior completed by teachers and students, revised sensitivity to punishment and sensitivity to reward questionnaire for children rated by the students, and strengths and difficulties questionnaire which assessed the teachers report of child prosocial behavior and adjustment. Following review board approval and letters of consent, students were given 30 minutes to complete a questionnaire with the option to opt-out of answering any questions. The results show that high levels of callous-unemotional traits are fundamentally related to punishment insensitivity and no noteworthy relationship between CU traits and reward sensitivity as compared to children with low CU traits (Allen et al., 2016).

Educators perceived that discipline conveyed in a forceful way to CU children is counterproductive, serving to raise undesirable conduct and harming the instructor-child relationship (Allen et al., 2016). Children with high CU tend to disrespect authority and become confrontational and aggressive, beyond that of a low CU student. Teachers report that the solution with the highest level of success was to send the child out of the classroom where he no longer had an audience. Evidence suggests that these students standoffish conduct is motivated by the desire for social dominance while in the presence of peers (Allen et al., 2016).

Kirkhaug et al. (2016) believed that the nature of student-educator connections is a standout amongst the most persuasive components inside the learning environment and assumes an imperative part in students' working, both scholastically and socially. For children with serious externalizing issues, the nature of their association with their educators significantly affects students' scholarly engagement and accomplishment and in addition their conduct, peer connections and school conformity. Kirkhaug et al. (2016) conducted a quasi-experimental pre-post study to evaluate the effectiveness of the Incredible Years Teacher Classroom Management Training program (IY-TCM) in a sample of 83 1st-3rd-grade Norwegian students with severe externalizing problems. Externalizing problems are characterized as serious attention issues, breaking rules, and aggression (Kirkhaug et al., 2016). The IY TCM program was created to help instructors oversee troublesome behavior in the classroom and to advance school readiness and youngsters' prosocial conduct. It was hypothesized that the kids in the intervention condition would show decreases in issue conduct, expanded social skill and scholastic execution, and an enhanced student-educator relationship contrasted with the control condition.

For this study, 21 schools were used for the intervention group and 22 schools were used for the control group in Norway. Educators for the intervention group classrooms were trained in the IY TCM program while the control group classroom teachers were not. Externalizing issues were measured with the Sutter-Eyberg Student Behavior Inventory-Revised (SESBI-R), which is utilized by educators to assess the present recurrence and seriousness of different sorts of conduct in youngsters. Internalizing

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problems and scholarly execution were measured utilizing the Teacher Report Form (TRF), which contains instructor appraisals of kids' lead issues, scholastic execution and versatile attributes. Furthermore, the scholastic execution scale was utilized. The scholastic execution scale rates the tyke's general and current scholarly execution. Every instructor was asked to evaluate and contrast class midpoints of the students in six diverse scholarly subjects. Social abilities were measured utilizing the Social Skills Rating System (SSRS). The student-educator relationship was measured utilizing the Student-Teacher Relationship Scale short form (STRS-SF), which is utilized to evaluate instructors' impression of two components of their associations with their students: conflict and closeness.

The speculation expressed that there would be contrasts between the conditions, particularly, that the intervention condition would show improvements in negative behaviors, enhanced social abilities, and less internalizing issues after the intervention. No Change in students' social and emotional issues after the IY-TCM intervention was noted (Kirkhaug et al., 2016). This suggests that the IY TCM program was not sufficient as a stand-alone program and that children with severe externalizing problems are in need of more tailored interventions.

In other research, Chiu and Tulley (1997) used a different approach and examined the discipline approaches favored by students. There are three common approaches to discipline which are a reflection of the Beliefs on Discipline Inventory used to determine teachers' preferences. The first approach is Rules/Reward-Punishment, the second is Relationship-Listening, and third is Confronting-Contracting. This study wanted to determine which <https://assignbuster.com/teacher-discipline-styles-and-childrens-social-behavior/>

of the three discipline approaches students preferred, and also to determine if gender, age, and scholarly accomplishment played a role in preference (Chiu & Tulley, 1997).

The study was conducted in a small town in northern Indiana where 712 students participated. Of those participants, 368 were male and 344 were females, all were selected from fourth, fifth, and sixth grades. A questionnaire, the Beliefs on Discipline Inventory for Children (BDIC) was created as a modification of the teachers' preference version, Beliefs on Discipline Inventory. The students scored the inventory which was made of twenty-four statements, each assigned to the three specific approaches of discipline (Chiu & Tulley, 1997).

Results uncovered that students' inclinations for specific methodologies were related to scholarly accomplishment. More high achievers than low achievers favored the Confronting-Contracting approach, while more low achievers than high achievers favored the Rules/Reward-Punishment approach. No distinctions were found among students whose inclination was for the Relationship-Listening approach (Chiu & Tulley, 1997). It was also notable that fourth grade students' preference for the Rules/Reward Punishment approach but not in the other two grades. The most striking of these outcomes is that the larger part of students favored the Confronting-Contracting to discipline, regardless of age, gender, or scholarly accomplishment. This approach is based on the interrelationships amongst people and their environment. It's believed that teachers' take the initiative to promote interaction with students and that together they create solutions to behavioral problems (Chiu & Tulley, 1997).

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